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ABSTRACT

A description is provided of the Snowmass Institutes on "Strategic Planning and Management," a series of week-long workshops designed for college personnel who want to develop a strategic approach to planning and managing their department, division, college/school, institution or system. The basic institute is designed for persons at beginning stages of awareness, familiarity, or implementation, while the advanced institute is for persons who have experience with this management approach and seek to enrich that understanding through discussions about advanced concepts. After presenting background information on the Snowmass Institute, this descriptive report provides: (1) an overview of the content of the basic and advanced workshops; (2) information on the characteristics, learning styles, and personality types of the workshop participants; (3) a list of the models of strategic planning examined; (4) a review of information covered with respect to the external and internal environments of the college; (5) a discussion of methods for determining strategic options and tactical alternatives; and (6) brief descriptions of workshop segments on organizational integration, visions of the future, and special topics. Appendixes provide agendas for the workshops, data on participants, and relevant forms. (UCM)

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ED297784

Report

The 11th Annual Management Institute

for College and University Executives

on the topic

"Strategic Planning and Management"

June 28 - July 3, 1987

arranged by

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The Snowmass Institute

The Snowmass Institute for Advanced Management Studies was founded in the summer of 1975 to offer week-long programs in management and marketing for college and university personnel. The goal of the Institute is to uniquely combine professional development activities and relaxation in one package. Sessions are scheduled in the morning and early evening, leaving the afternoon and late evening open so participants can take full advantage of the tremendous entertainment and recreation opportunities in the Snowmass/Aspen mountain resort area.

Over the years several different programs have been conducted by persons with national reputations in the field. Basic and advanced market programs ran for several years. During the fall of 1980, Drs. Robert G. Cope and Warren H. Groff were asked to develop a conceptual framework for a workshop on the topic "Strategic Planning and Management." That workshop began with an overview and introduction to the topic followed by a discussion of models for strategic planning and management drawn from the literature and personal experience in public and private two-year, four-year, and university contexts. The next two days were spent in discussing techniques for assessing an institution's external environment. The third day was spent in discussing techniques for auditing an institution's internal environment. The fourth day dealt with integration including linking budgeting to planning. On the fifth day, several institutional representatives from various types of contexts presented their plans and the workshop leaders offered some final comments. This workshop format was followed in 1981, 1982, 1983, and 1984.

During the last three years, numerous participants in the workshop requested an advanced workshop on strategic planning and management. Topics suggested for inclusion were numerous. The topics included (1) refinements in

assessing the external environment, (2) elaboration in auditing the internal environment, (3) use of outcomes assessment information in strategic planning, (4) linking accreditation and strategic planning, (5) consortia and partnerships, (6) the involvement of alumni in strategic planning, (7) strategic planning and grantsmanship/resource development, (8) creating visions of the future, and many more. During the workshop in 1984 and throughout the fall of that year, the two workshop leaders developed the conceptual frameworks and specific topics for a "basic institute." (See FIGURE 1) These two institutes were run July 21-26, 1985, July 20-25, 1985, and June 28 - July 3, 1987. This is a brief report of the two institutes run in 1987.

The Program

Overview of Basic and Advanced Workshops

The Snowmass Institutes on "Strategic Planning and Management" are for college personnel who want to develop a strategic approach to planning and managing their department, division, college/school, institution or system. The basic institute is designed for persons who are aware of the concept, are in the early stages of becoming familiar with this management approach and may be in the early stages of implementing the process. The advanced institute is for persons who have experience with this management approach and seek to enrich that understanding through discussions about advanced concepts.

One way to approach the distinction between basic and advanced institutes is to examine the components of strategic planning and management. Strategic planning and management is a process that includes (1) assessing an institution's external environment to determine opportunities and threats, (2) auditing an institution's internal environment to determine strengths and

weaknesses, (3) using these two sets of information to develop visions and alternative scenarios, and (4) making deliberate choices about strategic options and tactical alternatives as a prelude to managing the plan. The procedure for doing all this is usually detailed in a "plan to plan" statement. If a person can check "yes" to three or more of the following questions, the advanced institute is appropriate. If not, the person would be well advised to register for the basic institute.

	Yes	NO
1. Does your unit (department, division, college, institution, or system) have a plan to plan?	____	____
2. Does your unit assess its external environment to rank order of opportunities and threats?	____	____
3. Does your unit audit its internal environment to rank order strengths and weaknesses?	____	____
4. Does your unit develop visions and alternative scenarios?	____	____
5. Does your unit make deliberate choices about strategic options and tactical alternatives as a prelude to managing and evaluating.	____	____

Participants

Participants were asked to complete a characteristics sheet and indicate what they hoped to accomplish by the end of the workshop. Characteristics of the participants are displayed in FIGURE 2 and the extent to which their institutions are doing strategic planning is displayed in FIGURE 3.

Participants completed a learning styles inventory[1] and the Myers Briggs instrument.[2] The learning styles inventory provides scores for four preferences labeled (1) concrete experience, (2) reflective observation, (3) abstract conceptualization, and (4) active experimentation. The Myers Briggs instrument indicates four planning preferences: pragmatic manager, pragmatic

humanist, strategic manager, and strategic humanist. Raw scores for persons are displayed in FIGURE 4. FIGURE 5 is a display of high, low and mean scores on the learning styles inventory. FIGURE 6 is a display of planning style preferences.

Models of Strategic Planning

Numerous models of strategic planning were presented. These models included examples from the Council of Independent Colleges (formerly the Council for the Advancement of Small Colleges), the Academy for Educational Development, the American Association of State Colleges and Universities, and numerous two-year colleges. These models all suggest an assessment of an organization's external environment to determine opportunities and threats and an audit of an organization's internal environment to determine strengths and weaknesses.

External Environment

The external environment includes demographic characteristics, social indicators, economic trends, political change, technological advances, changes in the workplace, special focus areas such as information technologies, value shifts, and numerous other variables. The literature indicates at least four techniques for assessing the external environment: (1) needs assessment, (2) market analysis, (3) environmental scanning, and (4) trend analysis.

Participants were given a great deal of information about the above-mentioned variables in the external environment. This was followed by a discussion about the techniques for assessing the external environment. Participants then listed opportunities and threats in their external environment. They were then grouped by institutional type to discuss

opportunities and threats and ultimately label them as primarily demographic, social, economic, political, or technological.

Internal Environment

The internal environment consists of institutional culture, how the institution functions, its strategy, and dimensions of efficiency and effectiveness. An audit of the internal environment would include a review of the mission statement, goals and objectives, governance structure, certificate and degree programs, learning and learning resources, faculty and teaching, finances and facilities, organization and administration, and planning and outcomes. Discussion focused on (1) theories of organizational development, (2) stages of organizational development, (3) sophistication of the management information system, and (4) program review.

Program review can be accomplished through an intensive examination of three aggregate criteria: (1) centrality, (2) quality, and (3) market viability. Centrality simply means the proximity of the program to the central purpose of the institution. Quality is a function of (1) faculty, (2) students, (3) library holdings, (4) equipment, (5) facilities, (6) finances, (7) support services, and (8) other program characteristics. Market viability is a function of competition, image, and a variety of external factors.

Strategic Options and Tactical Alternatives

The purpose for assessing the external environment is to identify, hopefully rank order, opportunities and threats. The purpose for auditing the internal environment is to analyze strengths and weaknesses. The intent is to maximize strengths, minimize weaknesses, take advantage of opportunities, and reduce or eliminate threats. Information obtained from assessing the external

environment and auditing the internal environment should yield insights about stratgegic options and tactical alternatives.

Strategic options include (1) directing resources toward higher quality, (2) directing resources toward public service, (3) directing resources toward new student clientele, (4) directing resources toward research, and (5) retrenchment and/or reduction in scale.

Tactical alternatives for the strategic option of higher quality include (1) diagnostic services including career life planning and basic skills testing, (2) content either in a "stand-alone" format or an integrated format, (3) delivery systems including technology to reach "distant learners," (4) evaluation methodology including competency-based formats, and (5) outcomes and follow-up studies.

Tactical alternatives for the strategic option of public service include (1) small business development, (2) economic development, (3) technology transfer, (4) building better boards, (5) issues clarification, (6) strategic planning for community agencies, (7) community goal setting projects, and (8) community leadership development projects.

Tactical alternatives for the strategic option of new student clientele include (1) programs to upgrade skills of market segments of the current workforce, (2) dislocated workers who must be retrained, (3) migrants and immigrants, (4) international students either on campus or in developing nations, (6) single parents, and numerous other market segments.

FIGURE 7 is a model of strategic planning and management and FIGURE 8 is a form for displaying strengths, weaknesses, opportunities and threats.

Integration

Another important segment of the basic and advanced workshops dealt with integration. Integration includes horizontal coordination of organizational functions such as academic affairs, student services, administration and development. Integration includes vertical articualtion between department, division, college or school, university, and/or system levels. Integration includes linking planning to management and evaluation through a budgeting and resource allocation process. Integration was accomplished in a variety of ways, particularly discussions of case studies - Private College of Medicine, Distinctive University, SDSU College of Education, Etc.

Visions of the Future

The ultimate purpose of the assessment of the external environment and the audit of the internal environment is to assist institutional leadership to envision alternative scenarios and a preferred scenario for the institution. To assist participants to focus on the future, a framework was developed which labeled the period 1955 to 1985 as post industrial society, 1985 to 2000 as early technical society, and 2000 to 2020 as advanced technical society. A great deal of information was presented about changes occurring in various systems -- business and industry, health and human services, government and industry, and education and training.

Special Topics

The basic and advanced workshops highlighted selected topics such as (1) use of outcomes assessment information in strategic planning, (2) linking accreditation and strategic planning, and (3) strategic planning and grantsmanship/resources development and (4) scenario development.

The National Center for Higher Education Management Systems generated a conceptual framework for outcomes in the 1970s after thoroughly reviewing more than 80 studies on the topic; this conceptual framework along with research on outcomes by the National Center for Research in Vocational Education provided the basis for the discussion on outcomes.

Regional accrediting assocations have encouraged institutions to make extensive use of planning processes and documents in seeking reaffirmation of accreditation. Revisions in criteria and standards were discussed along with how several institutions were able to obtain reaffirmation of accreditation primarily through a comprehensive planning process.

Grantsmanship and resource development are becoming increasingly more important as costs increase and the local and state economic sources shift. Strategic planning yields long-term images and visions that institutional personnel can convert to multi-year operational plans that can be used in grantsmanship or the development of "case statements" for private and public resource development activities.

Thursday evening provided an opportunity for scenario development. Participants were provided with information about the Bourbon College of Home Economics. Participants were divided into groups as indicated in the Myers Briggs planning preference: strategic manager, pragmatic manager, strategic humanist, and pragmatic humanist.

Conclusion

The Snowmass Institutes on "Strategic Planning and Management" have been a reflection of the evolution of the technology to manage institutions of postsecondary education. In 1981, participants asked basic questions such as "What is strategic planning?" and "How do I do strategic planning?" Today, many institutions are engaged in some form of planning. We are, however, still in the early stages of the evolution and adoption of the management technology known as strategic planning and management. To reach full maturity, we must elevate that management technology from a concentration of counting quantifiable external and internal variables to creating preferred futures with an expanded roster of participants through new alliances and partnerships.

Footnotes

[1] David A. Kolb, Irwin M. Rubin, and James M. McIntyre, Organization Psychology, an Experiential Approach (Englewood Cliff, N.J.: Hall, Inc., 1971.)

Bernice McCarthy, The 4MAT System (Oak Brook, IL: EXCEL, Inc., 1980.)

[2] I. B. Myers, Manual: The Myers Briggs Type Indicator (Palo Alto, CA: Consulting Psychologist Press, Inc., 1972.)

[3] Oscar T. Lenning, Yong S. Lee, Sidney S. Micek, and Allen L. Service, A Structure for the Outcomes of Postsecondary Education (Boulder, CO: National Center for Higher Education Management Systems, 1977.)

Carolyn M. Taylor, Robert L. Davey, and Kathleen A. Bolland, Vocational Education Outcomes: Annotated Bibliography of Related Literature (Columbus, OH: The National Center for Research in Vocational Education, 1979.)

FIGURE 1

		BASIC INSTITUTE	ADVANCED INSTITUTE
Mon.	8:00	Introductions and Characteristics of Participants Overview of Strategic Planning and Management and the Institutes Planning Styles and Learning Preferences Cope and Groff	
	9:30	Planning Models and Resources Auditing the Internal Environment Groff	From the Strategic to the Contextual Planning Model and 6 Concepts Cope
	11:00	Cope	Visions of the Future 20/20 Groff
	5:30	Program Review Outcomes: Output and Impact Groff	Three Process Models: 6:6; Strawman; and O + S = Choices Cope
Tue.	8:00	Assessing the External Environment Demographic Trends Social Expectations Groff	
	9:30	Economic Trends Technological Advances Groff	
	11:00	Governmental Planning Value Shifts Groff	
	5:30	Strategic Planning and Accreditation Grantmanship Groff	Comprehensive Case Analysis and Quiz Cope
Wed.	8:00	Case Examples A College of Education: Planning with Art Cope	
	9:30	Carnegie-Mellon University: Well-defined Strategic Framework "Hilltop" University: Comprehensive Program Review Cope	
	11:00	"Mid America" College: A Success Story "Religion First" University: Strategic Positioning Cope	
Thur.	8:00	Strategic Options In Tactical Alternatives New Student Clientele Higher Quality Public Service/Research Retrenchment Groff	Napolean, Sun Zi and the 5 Rings on Strategy: Multiple Approaches to Planning/Management Cope
	9:30	Participants Rank Order Strengths, Weaknesses, Opportunities and Threats as well as Strategic Options and Tactical Alternatives Groff	Four Phases of Planning: Toward Environmental Enrichment and Personal Expression Cope
	11:00	Integration Linking Planning and Budgeting Groff	Advanced Examination Cope
	5:30	Developing Four Alternative Scenarios Based on Planning Styles Groff	Case Problems/Issues and Recommendations Cope
Fri.	8:00	Visions of the Future - 2020 Groff	Participant Case Problems and Consultant's Recommendations Cope
	9:30	Graduation Cope and Groff	

FIGURE 2

CHARACTERISTICS OF PARTICIPANTS

TRACK I	TRACK II	
		GOVERNANCE
1	6	State-wide system, 1 board
3	3	Single institution, own board
1	2	Multi-campus institution, own board
1	6	Private, own board
1	3	Other
		LOCATION
3	7	Rural
2	6	Suburban
1	9	Urban
1	1	All Three
		ECONOMIC ENVIRONMENT
1	5	Depressed
3	5	Steady State
3	10	Expanding
		STAGE OF INSTITUTIONAL DEVELOPMENT
0	0	0 - 9 years old
1	3	10 - 19 years old
2	4	20 - 29 years old
0	2	30 - 39 years old
1	1	40 - 49 years old
3	12	50 + years old
		FUTURE ENROLLMENT DIRECTION
1	2	Expansion, 10% or more enrollment increase expected
3	9	Expansion, 5-10% enrollment increase expected
2	9	Steady State
1	2	Reduced Scale, 5-10% enrollment decrease expected
0	0	Reduced Scale, 10% or more enrollment decrease expected
		CURRENT FTE
1	5	Less than 1,000 FTE
4	9	1,000 to 4,999 FTE
0	1	5,000 to 9,999 FTE
1	2	10,000 to 19,000 FTE
0	3	20,000 to 29,000 FTE
1	1	30,000 or more
		INSTITUTIONAL CONTEXT
3	13	Collegial, broad-based, participatory mode of collaborative planning
2	5	Hierarchial, top down, mode of planning
2	2	Organized collective bargaining
7	20	

FIGURE 3A

STRATEGIC PLANNING AND MANAGEMENT ANALYSIS - TRACK I

	Yes	No
1. Does your unit (department, division, college, institution, or system) have a plan to plan?	6	2
2. Does your unit audit its internal environment?	8	___
3. Does your unit analyze the results of the internal audit and rank order strengths and weaknesses?	1	7
4. To what extent does your unit assess the external enviroment?	4	4

	5	4	3	2	1	0
a. Demographic characteristics	3	___	2	3	___	___
b. Social indicators	1	___	1	4	2	___
c. Economic trends	1	___	5	2	___	___
d. Governmental planning	1	1	2	3	1	___
e. Technological advances	1	3	2	1	1	___
f. Changes in the workplace	___	1	1	5	___	1
g. Information technologies	1	2	3	2	___	___
h. Value shifts	___	___	2	4	1	1

(5 - Outstanding, 4 - Good, 1 - Unsatisfactory, 0 - Non-existent)

	Yes	No
5. Does your unit analyze the results of the external assessment and rank order opportunities and threats?	1	7
6. Does your unit integrate the internal audit and external assessment in order to form visions of the future and alterntive scenarios?	___	8
7. Does your unit make deliberate choices about strategic options and tactical alterntives as a prelude to managing and to evaluating?	2	6

FIGURE 3B

STRATEGIC PLANNING AND MANAGEMENT ANALYSIS - TRACK II

	Yes	No
1. Does your unit (department, division, college, institution, or system) have a plan to plan?	18	2
2. Does your unit audit its internal environment?	19	1
3. Does your unit analyze the results of the internal audit and rank order strengths and weaknesses?	15	5
4. To what extent does your unit assess the external enviroment?	14	6

	5	4	3	2	1	0
a. Demographic characteristics	3	11	4	1	1	
b. Social indicators	1	5	5	7	2	
c. Economic trends	1	9	5	4	2	
d. Governmental planning	1	4	7	4	3	1
e. Technological advances	3	5	5	3	3	1
f. Changes in the workplace		4	10	3	3	
g. Information technologies	2	7	8	1	2	
h. Value shifts		4	4	8	4	

(5 - Outstanding, 4 - Good, 1 - Unsatisfactory, 0 - Non-existent)

	Yes	No
5. Does your unit analyze the results of the external assessment and rank order opportunities and threats?	9	11
6. Does your unit integrate the internal audit and external assessment in order to form visions of the future and alterntive scenarios?	10	10
7. Does your unit make deliberate choices about strategic options and tactical alterntives as a prelude to managing and to evaluating?	12	8

FIGURE 4

LEARNING STYLES AND HEMISPHERICITY SCORES

Participant	CE	RO	AC	AE	E	I	S	N	T	F	P	J
1	10	9	21	19	7	0	4	4	6	1	2	6
2	14	8	19	18	7	0	2	6	3	3	1	7
3	16	8	20	19	3	4	2	4	1	6	2	3
4	15	14	18	15	2	5	5	3	5	1	2	5
5	10	9	21	20	1	6	1	6	6	1	6	1
6	12	12	23	14	2	5	1	5	0	7	2	5
7	13	17	24	9	3	4	1	6	3	3	6	1
8	14	13	15	19	0	7	8	0	5	2	1	6
9	15	8	18	18	7	0	1	6	1	6	2	5
10	10	7	21	21	6	1	6	2	6	1	1	6
11	15	14	18	17	7	0	1	7	6	1	3	5
12	10	12	18	22	6	1	1	6	7	0	7	0
13	15	15	15	19	6	1	7	2	4	2	5	1
14	18	13	16	20	2	5	5	1	5	2	2	6
15	21	12	12	18	4	3	3	5	2	5	2	5
16	14	14	17	22	1	5	4	3	7	0	5	0
17	9	12	24	19	3	4	1	6	4	3	3	5
18	10	19	16	14	2	5	5	4	5	1	5	2
19	16	12	16	20	7	0	0	8	3	5	6	1
20	9	16	21	13	2	5	2	6	5	1	2	4
21	12	13	20	15	6	1	1	7	2	5	7	0
22	9	7	21	18	7	0	1	8	6	1	8	1
23	11	7	20	15	0	7	4	4	4	2	3	4
24	15	10	15	20	5	2	5	3	6	1	3	5
25	13	9	16	17	2	5	1	7	6	1	4	3
26	16	13	18	16	5	2	1	7	2	6	5	2
27	24	9	10	20	7	0	7	1	0	7	2	5
28	14	14	19	13	4	3	0	8	2	5	3	5
29	18	17	12	20	3	4	7	1	1	4	2	6
30	18	16	14	15	3	4	5	3	3	4	4	3
High	24	19	24	22								
Low	8	9	10	9								
Mean	13.9	12.0	18	17.5								

KEY:

CE - Concrete Experience
RO - Reflective Observation
AC - Abstract Conceptualization
AE - Active Experimentation

E - Extroverted
I - Introverted
S - Sensing
N - Intuitive
T - Thinking
F - Feeling
J - Judgmental
P - Procedural

LEARNING STYLE PROFILE

Norms for the Learning Style Inventory

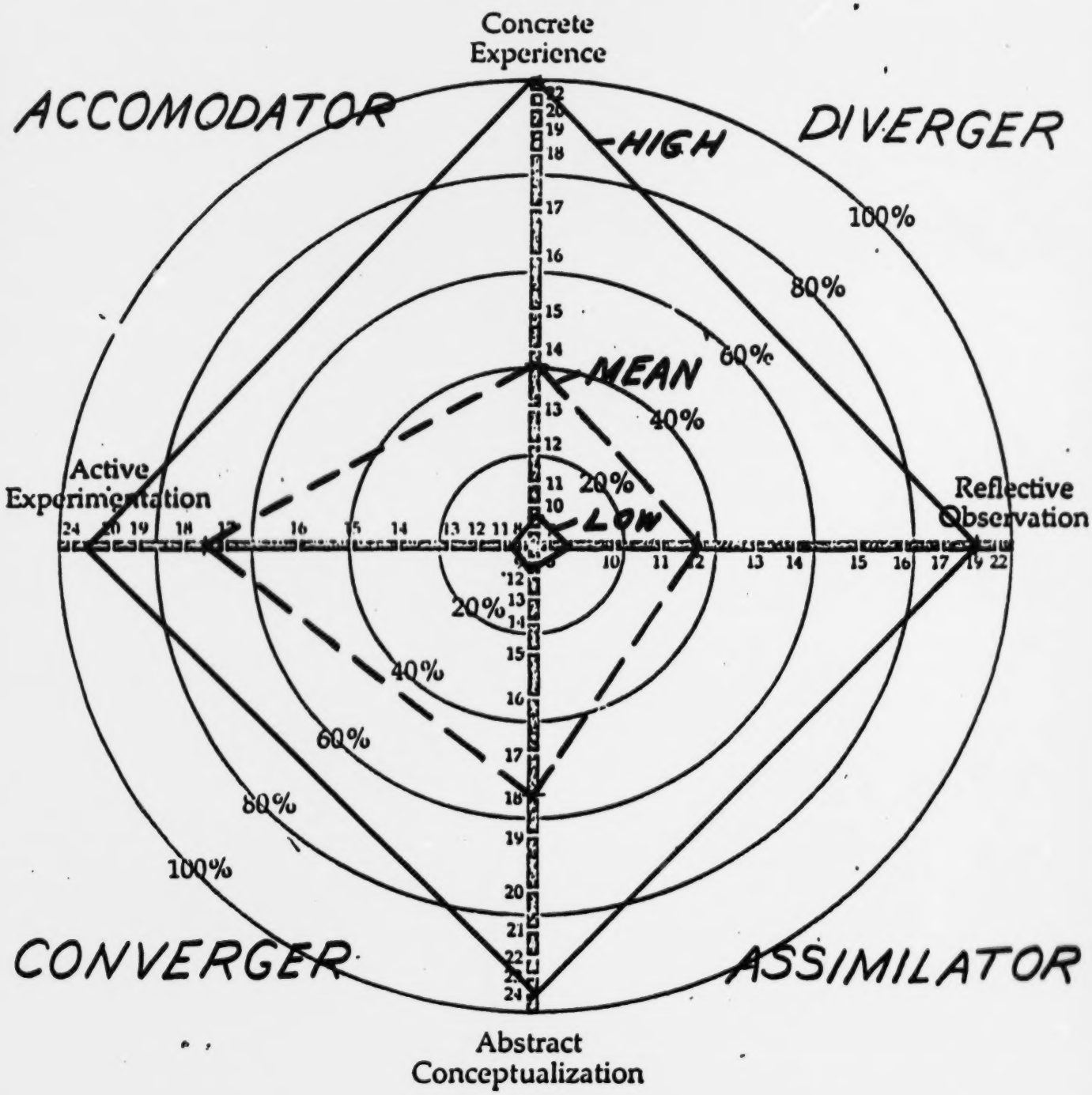

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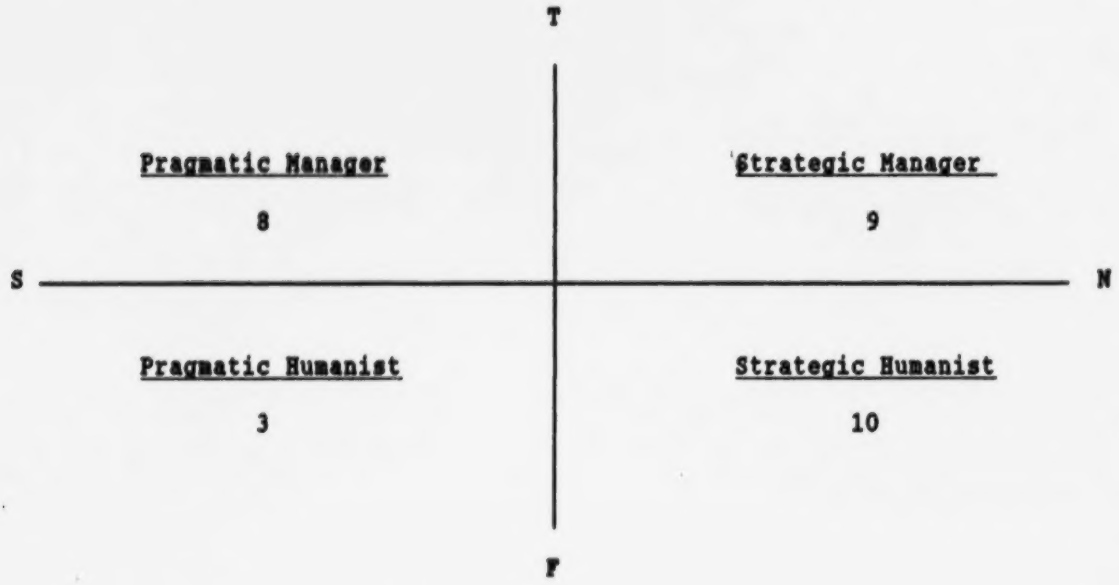
FIGURE 6

PLANNING STYLE PREFERENCES OF PARTICIPANTS
AS MEASURED BY THE MEYERS-BRIGGS



MYERS BRIGGS PLANNING STYLES, SNOWMASS 1989

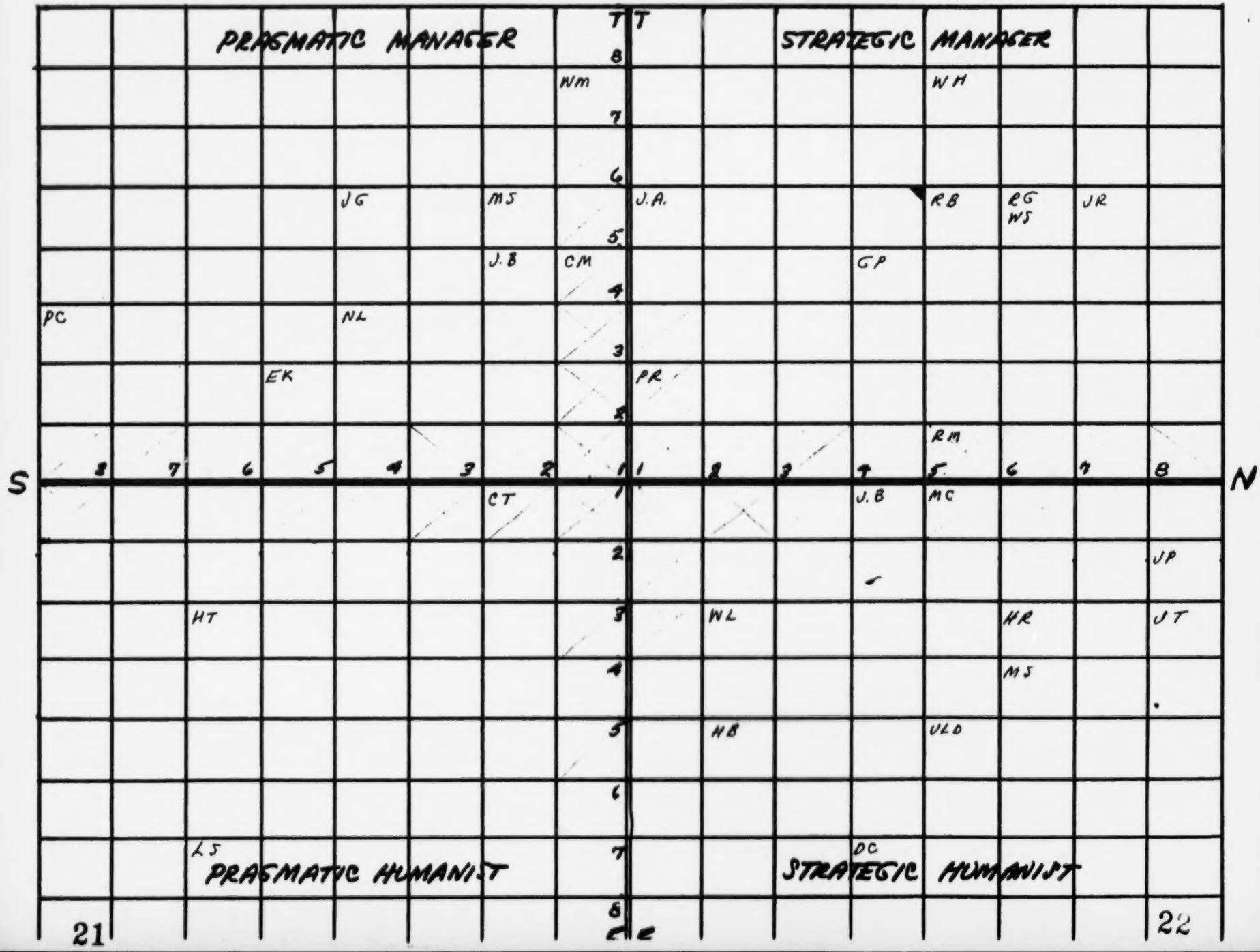


FIGURE 7

STRATEGIC PLANNING AND MANAGEMENT

ASSESS & AUDIT

External Assessment

- Demographic Trends
- Social Indicators
- Economic Trends
- Political Change
- Technological Advances
- Changes In The Workplace
- Information Technologies
- Value Shifts

Images
Visions
Scenarios

- Mission, Goals & Objectives
- Governance Structure
- Programs: Academic & Occupational
- Students and Student Services
- Learning and Learning Resources
- Faculty and Teaching
- Finances and Facilities
- Organization and Administration
- Planning and Outcomes

Internal Audit

STRATIGIC OPTIONS & TACTICAL ALTERNATIVES

A. Higher Quality
   1. Diagnostic Services
   2. Content
   3. Delivery System
   4. Evaluation Methodology
   5. Outcomes & Follow-Up

B. Public Service
   1. Small Business Development
   2. Economic Development
   3. Technology Transfer
   4. Building Better Boards
   5. Issues Clarification
   6. Strategic Planning
   7. Goal Setting Projects
   8. Community Leadership Development

C. New Student Clientele

D. Research

E. Retrenchment/Reduction In Scale

STRAGEGY & MANAGEMENT

FIGURE 8

INSTITUTION _____ NAME _____

SWOT ANALYSIS

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
1. ___	1. ___	1. ___	1. ___
2. ___	2. ___	2. ___	2. ___
3. ___	3. ___	3. ___	3. ___
4. ___	4. ___	4. ___	4. ___
5. ___	5. ___	5. ___	5. ___
6. ___	6. ___	6. ___	6. ___
STRENGTHS AND WEAKNESSES	**OPPORTUNITIES AND THREATS**	**STRATEGIC OPTIONS**	**TACTICAL ALTERNATIVES**
A = Academic C = Capital (Plant, Equipment) F = Financial M = Managerial, Organizational P = Personnel	D = Demographic E = Economic S = Social P = Political T = Technological	___ Higher Quality ___ New Stud. Clientele ___ Public Service ___ Research ___ Retrenchment 1 = High, 5 = Low	1. 2. 3. 4. 5.

ERIC Clearinghouse for Junior Colleges JAN 29 1988